

Week One

Day	Main Task	Detail
Monday	Experience Day	<p><i>The purpose of this lesson is to provide ‘hook’ moments and cultural capital opportunities to stimulate creativity.</i></p>
		<ol style="list-style-type: none"> 1. Response to feedback from previous week’s writing. 2. Stick in the ‘Writing Mat’ prepopulated with vocabulary bank and image of planning format. Pre-learning task as part of that document requires children to identify features of that genre based on their knowledge from prior study. This assesses what they have retained. This should then be added to following a class-wide discussion in a different colour to ensure full feature coverage. In KS1, this document is prepopulated, and pre-learning task is done verbally. 3. Experience: This can be a visitor, a trip, a video hook, acting, hot seating, artefacts, investigation, ‘Press Play’, drama, dramatic readings etc.
		<ul style="list-style-type: none"> • Writing mat in exercise books in KS2 with pre-learning task completed and added to in alternate colour. • Writing mat in exercise books in KS1 prepopulated. • Photographic evidence in ‘Class Experiences’ floor book with brief summary and pupil voice. • No marking expectation
Tuesday	Planning Day	<p><i>The purpose of this lesson is to ensure that children have a solid understanding of the journey their writing will take. It is a ‘pre-writing’ opportunity to consider each paragraph ahead of composition.</i></p>
		<ol style="list-style-type: none"> 1. Interrogate an exemplar text: <ul style="list-style-type: none"> - Purpose - Audience - Genre - Formality (KS2) - Organisational features - Grammar features 2. Planning format must have a section for vocabulary for each paragraph which will be developed on the Wednesday each week. 3. KS1 – To plan as a class (photocopy for every child’s book for Wednesday’s lesson). Transition to KS2 in summer term. 4. UKS2 Could give children more than one choice on planning format – children to circle the one they are doing on the writing mat if applicable. 5. Remember to allow children to be able to make some of their own choices when planning. Example – discussion text: Discuss what can you think of that will really persuade Children then choose which 3 they think are most important.
		<ul style="list-style-type: none"> • Evidence in books of planning from the lesson completed for paragraph content (completed by child in KS2 and teacher in KS1). • Learning wall refreshed and populated for current genre. • ‘Think Pink – Go Green’ marking.
Wednesday	Vocabulary Day	<p><i>The purpose of this lesson is to enrich and broaden the vocabulary base that children will then use within their writing.</i></p>
		<ol style="list-style-type: none"> 1. Response to marking.

2. Explicit teaching of vocabulary using one of the following activities added to the working wall in the first half of the lesson.

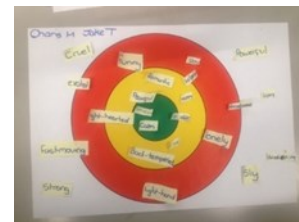
Shades of meaning / Thesaurus thinking

Look at the words and discuss which shade they would be. As the shades go darker the emotion may be more instance or the words may be of higher quality.

sad
cheerless
melancholy
sorrowful
distressed
heartbroken

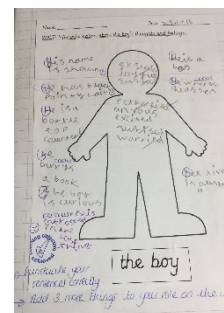
Zones of Relevance

In groups, children can discuss which adjectives are most relevant for a character or setting description. The most relevant in the centre of the target and the less relevant on the outside. There is not always a clear right or wrong here, however this allows space to discuss why and for pupils to explain their reasoning.



Role on the wall

Building on character descriptions, Role on the Wall can be used for any character and is particularly applicable when discussing the personality of a character (place these adjectives on the inside) and the appearance of a character (adjectives on the outside). It can be used for a chance to develop children’s inference skills by noting how a character is explicitly acting and what this says about their inner feelings.



Vocab Lab (KS2 only)

Introducing 2-4 new, high level words and considering them from the perspective of meaning, word class, morphology, etymology, suffixes/prefixes, synonyms/antonyms and use in a variety of sentences.

Teacher should then go through plan and discuss with children what high quality vocabulary would suit each paragraph based on purpose of that paragraph. Children then complete the vocabulary sections on their own plan.

- Vocab activity sheets stuck on learning wall if completed in groups/full class, or in files if completed individually.
- Planning document completed for vocabulary.
- ‘Think Pink – Go Green’ marking for vocabulary on planning.

The purpose of this lesson is to ensure competence and fluency in SPaG elements pertinent to that genre.

Thursday

Grammar

1. Children respond to marking.
2. Discuss with children which SPaG key features (taken from writing assessment grids) would best lend themselves to each paragraph.
3. Teach up to 3 SPaG key features from the writing assessment grid as would be pertinent to that piece of writing. Modelling is key and should include vocab from Wednesday.
4. Children allocate SPaG key features to paragraphs and have a go themselves on their plan document.

- Planning document completed for grammar.
- ‘Think Pink – Go Green’ marking for grammar on planning.

Friday

Model & Draft

The purpose of these lessons is to provide adequate opportunity for children to compose on a paragraph-by-paragraph basis.

1. Children respond to marking

		<p>2. Teacher models the writing process from a completed plan – this is an important element of composition and should be done one paragraph at a time:</p> <ol style="list-style-type: none"> a. Articulate success criteria appropriate to paragraph b. Commentate every element of composition c. Deliberate vocab choices (incl. those from Wednesday) d. Adding, revising and proofreading as you go e. Rationalising choices (thinking out loud) f. Explaining SPaG <p>3. Children use their plan to produce their own paragraph in their draft.</p> <p>4. Model and draft one paragraph at a time.</p>
		<ul style="list-style-type: none"> • Children draft in writing books. • Verbal feedback throughout lessons. • Each child receives written feedback against the success criteria once per unit during one of the draft days, to drive the learning forwards. This feedback should follow your school's marking and feedback policy and should involve next steps. It is suggested that lower attaining children receive their feedback after the Friday's lesson as they are more likely to need misconceptions addressing at an earlier stage. • No written feedback may be provided for an assessed piece.